DOCUMENT RESUME

ED 237 119 JC 830 394

AUTHOR Gardner, Janet L.
TITLE Spoon River College Student Retention Project.
INSTITUTION National Center for Higher Education Management Systems, Boulder, Colo.; Spoon River Coll., Canton, Ill.
SPONS AGENCY Kellogg Foundation, Battle Creek, Mich.
PUB DATE [83]
NOTE 30p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Attendance; Community Colleges; Followup Studies; Questionnaires; *School Holding Power; School Statistics; *Student Attrition; Two Year Colleges; Withdrawal (Education)

ABSTRACT

As part of a student retention project conducted at Spoon River College (SRC), specific populations served by SRC were identified; strategies to increase retention of particular student populations were developed; students in need of assistance were identified; and a transfer graduate follow-up study and two cohort tracking studies involving all fall 1980 and 1981 first-time students were conducted. Five target populations were identified through data analysis (i.e., full-time day transfer, full-time day occupational, part-time day, part-time evening, and non-program students) and an action plan was developed for each group. Study data indicated that SRC does not have a major retention problem in traditional student populations, though differences in retention rates, especially in the occupational degree areas, were considerable. The bulk of the report consists of summaries of data related to the five target populations giving retention rates, important demographic characteristics, retention objectives/approaches, and types of retention recommendations needed; a statistical comparison of the characteristics and performance of fall 1980 and 1981 entering cohorts; early warning referral data; and a transfer follow-up summary and questionnaire. (HB)

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STUDENT RETENTION PROJECT

Janet L. Gardner, Director
Arts & Sciences Education
Spoon River College

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JC 830 394

NCHEMS - Kellogg Student Outcomes Project
funded by the W.K. Kellogg Foundation
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Education Management Systems

SPOON RIVER COLLEGE

RETENTION PROJECT

The primary goal of the retention project is to utilize available information about student outcomes and to identify and implement changes in the college's policies and programs which will better enable the college to fulfill its mission as a comprehensive two-year institution with an appropriate enrollment balance between the freshman and sophomore years.

To pursue this goal, the SRC Rentention Committee was established and has addressed the following aspects of retention: defined retention at SRC, identified specific student populations being served by SRC, suggested strategies to increase retention of particular student populations, implemented an "early warning" system which encourages faculty to submit simple forms to counselors identifying students who need assistance, and conducted a transfer graduate follow-up study and two cohort tracking studies involving all fall, 1980 and 1981 first-time students.

With the assistance of Dr. Peter Ewell, NCHEMS Project Director, five target student populations were identified through data analysis, and an action plan was developed for each group. The data indicate that SRC does not have a major retention problem in traditional student populations; a five-semester persistence rate of 35-40% among degree students compares favorably to the 30.9% rate reported by the Hawaii system and the 36% rate reported by the Kentucky system. In part, the retention rates among program students are due to SRC's high proportion of young full-time students who are enrolled in daytime programs. However, differences in retention rates among particular programs, especially in the occupational degree areas, are considerable. Variable entry, self-paced programs are consistently higher in attrition than more traditionally structured programs. It may not be possible to significantly reduce attrition in programs

with nontraditional formats and retain the advantages such programs entail.

The greatest retention gains probably can be made in the part-time program student population. It is interesting to note that part-time program students experienced comparable attrition rates to non-program students - 63-66%. Perhaps, these program students were not really serious about completion, or they may have found too many obstacles to continue. In any case, retention efforts with the part-time program student population should produce the greatest results.

Attached are preliminary action plans relative to the five student target groups, a comparison of the fall, 1980 and fall, 1981 entering cohorts, transfer graduate follow-up study results and survey form, and the "early warning" system results and identification form. Many of the tables are included to demonstrate how data were analyzed and to provide possible templates for use at other institutions.

Additional information may be obtained by contacting:

Janet L. Gardner, Director
Arts and Sciences Education
Spoon River College
Rural Route One
Canton, Illinois 61520
(309) 647-4645

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RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Full-time Day Transfer

A. Retention Rates

	Fall 1980 Cohort	Fall 1981 Cohort
"Completers"	20.1%	24.1%
"Still Attending"	43.8%	45.4%
"First Semester Only"	20.8%	17.7%

B. Important Demographic Characteristics

55-60% male
85-90% under 20 years old
50-55% from Fulton County
15-25% "to prepare for job or career"

C. Retention Objectives/Approaches

- Increase proportion transferring to senior institutions having completed AA/AS degree

- Minimize number of students leaving for "traditional" academic or social reasons throughout the enrollment period

D. Kinds of Recommendations Needed

- Improve academic advisement on transfer requirements for senior institutions; utilize knowledge of faculty members in specific curriculum areas

- Publicize results of ICCB Transfer study on value of receiving AA/AS degree in successful senior institution performance

- Maintain and improve "academic early warning system"

E. Summary

This is SRC's "traditional" college student population. Although it constitutes only about 10% of total headcount, it generates a high proportion of total FTE. Preventing one student from this category from leaving the institution is the equivalent in SCH terms of saving 3 part-time students. These students are likely to respond to traditional retention approaches--early warning, improved advisement, greater levels of information involvement with faculty, and other programs aimed at increasing total involvement with the institution.

RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Full-time Day Occupational

A. Retention Rates

	Fall 1980 Cohort	Fall 1981 Cohort
"Completers"	51.3%	45.1%
"Still Attending"	42.1%	42.9%
"First Semester Only"	17.8%	15.5%

B. Important Demographic Characteristics

45-50% male
75-80% under 20 years old
55-60% from Fulton County
90-95% "to prepare for job or career"

C. Retention Objectives/Approaches

- Maintain current high retention curricula unchanged
- In current low retention curricula, determine if students are leaving for employment in field, or for other reasons
- Minimize number of students in large programs leaving for "traditional" academic or social reasons

D. Kinds of Recommendations Needed

- Utilize "academic early warning system" particularly in larger, high attention programs
- Find ways to "personalize" faculty contact in open lab and similar settings
- Publicize value of persistence/certificate completion in job location and performance

E. Summary

This is also a "traditional" population, but somewhat different from the transfer population. Differences in retention rates among particular programs are remarkable, and individual retention strategies will have to be examined for each program. In some curricula there is clearly no problem, and care should be taken that college-wide programs do not disturb a good thing. In other curricula, college-wide programs such as academic early warning may well be beneficial. In both cases, it should be determined more effectively by program how many students are leaving because they have successfully found employment.

RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Part-time Day Program

A. Retention Rates

	Fall 1980 Cohort	Fall 1981 Cohort
"Completers"	6.6%	28.4%
"Still Attending"	9.0%	16.5%
"First Semester Only"	52.0%	59.6%

B. Important Demographic Characteristics

75-85% female
55-60% over 20 year old
55-60% from Fulton County
50-55% "to prepare for job or career"

C. Retention Objectives/Approaches

- Determine if students are leaving to seek employment or because family/financial pressures have become excessive
- Determine seriousness of job preparation intention
- Remove physical/logistical barriers to attendance (e.g., job conflict or family responsibility)
- Remove psychological barriers to attendance (e.g., feelings of inferiority on returning to school)

. Kinds of Recommendations Needed

- Find ways to identify students needing counseling/special services at an early point
- Emphasize eventual employment value of persistence and earning degree/certificate
- Ensure enrollment/career goals are realistic
- Ensure that faculty are aware of the special problems of this constituency so that early counseling referrals can be made
- Identify (women) faculty members with strong interest in and identification with this population to serve as "peer counselors"

E. Summary

This is a very "non-traditional" population. Attrition in this group is probably more due to lack of psychological support or the existence of barriers to attendance than due to academic failure. Ways to identify problems in this group at an early point are particularly important as they will not stick around to be noticed.

RETENTION POPULATION ISSUE SUMMARY

STUDENT POPULATION: Part-time Evening Program

A. Retention Rates

	Fall 1980 Cohort	Fall 1981 Cohort
"Completers"	12.2%	6.3%
"Still Attending"	9.5%	16.7%
"First Semester Only"	70.1%	60.4%

B. Important Demographic Characteristics

no consistent pattern of male/female
80-85% over 20 year old
45-50% from Fulton County
35-40% "to prepare for job or career"

C. Retention Objectives/Approaches

- Determine if students are leaving to seek employment or because family/financial/job pressures have been excessive
- Remove physical/logistical barriers to attendance (e.g., scheduling, travel problems, etc.)

D. Kinds of Recommendations Needed

- Emphasize eventual employment value of persistence and earning degree/certificate
- Find ways for faculty to identify evening students' enrollment objectives early in semester
- Ensure faculty awareness of special problems of this constituency so that appropriate counseling/advisement can take place

E. Summary

This is probably a mixed population. Attrition will probably be lowest among those attending for career upgrade purposes in occupational programs, and attrition here will probably be the result of factors such as cost, lack of time, job conflict, etc. Attrition will be highest among those taking courses with an eventual thought of career change or earning a transfer degree. Here attrition will more likely be a psychological phenomenon. Early determination by faculty in evening courses of student intent seems a promising first step here.

RETENTION PROPULATION ISSUE SUMMARY

STUDENT POPULATION: Non-Program Students

A. Retention Rates

	Fall 1980 Cohort	Fall 1981 Cohort
"Completers"	0.1%	1.1%
"Still Attending"	10.0%	10.8%
"First Semester Only"	65.3%	67.1%

B. Important Demographic Characteristics

60-65% female
65-70% over 20 years old
45-50% in Fulton County
25-30% "to remedy skills deficiency"
35-40% "personal self-development"

C. Retention Objectives/Approaches

- Encourage students to enroll in programs, if appropriate, on a part-time basis

- Develop permanent "personal/self development" clientele among older students which returns to the College for further instruction of this kind

D. Kinds of Recommendations Needed

- Find ways to identify those wishing to enroll in programs at an early point and supply them with relevant advice and information

- Find ways to psychologically reward continuing non-programmatic attendance, e.g., 12 hour attendance certificates, etc.

E. Summary

Although this group comprises about half of SRC's headcount enrollment, it is difficult to talk meaningfully about attrition at all here, given the diversity in original intentions. This group should not be a primary target of retention efforts. Efforts to identify potential program students within this group at an early point should be encouraged, however.

COMPARISON OF FALL 1980 AND FALL 1981 ENTERING COHORTS

	FALL 1980		FALL 1981	
	N	%	N	%
Male	560	39.7%	528	41.3%
Female	851	60.3	751	58.7
Under 20	600	42.5	681	53.2
Over 20	811	57.5	598	46.8
White	1340	95.0	1212	94.8
Non White	71	5.0	67	5.2
Fulton	753	53.4	630	49.3
McDonough	321	22.7	357	27.9
Mason	157	11.1	105	8.2
Schuyler	117	8.3	117	9.1
Other	63	4.5	70	5.5
Transfer	208	14.8	188	14.7
Occupational	455	32.2	347	27.1
Other	748	53.0	744	58.2
Prepare for Job	432	30.6	440	34.4
Improve Skills	116	8.2	84	6.5
Explore Courses	26	1.9	27	2.1
Transfer Work	198	14.0	248	19.4
Remedial	301	21.4	162	12.7
Personal/Self Dev.	315	22.3	294	23.0
Other	23	1.6	24	1.9
Full-time	391	27.7	445	34.8
Part-time	1020	72.3	834	65.2

Spoon River College
Fall 80 Entering Cohort

% ENROLLED BY SEMESTER

	N	Fall 80	Spring 81	Summer 81	Fall 81	Spring 82
TOTAL	1411	100.0%	39.2%	11.3%	20.4%	17.9%
Male	560	100.0	43.4	15.2	23.2	21.4
Female	851	100.0	36.4	8.7	18.6	15.6
Under 20	600	100.0	53.8	16.9	31.6	30.4
Over 20	811	100.0	28.5	7.2	12.2	8.8
White	1340	100.0	39.3	11.5	20.4	17.9
Non White	71	100.0	37.1	7.1	20.0	18.6
Fulton	753	100.0	44.9	12.4	23.5	22.0
McDonough	321	100.0	28.3	7.5	14.0	8.4
Mason	157	100.0	36.3	7.0	16.6	15.9
Schuyler	117	100.0	26.5	8.5	11.1	6.0
Other	63	100.0	57.4	32.8	42.6	44.3
Transfer	208	100.0	65.4	13.9	40.9	34.6
Occupational	455	100.0	46.6	21.5	26.4	23.3
Other	748	100.0	27.4	4.3	11.1	10.0
Prepare for Job	432	100.0	54.2	22.5	30.8	24.8
Improve Skills	116	100.0	19.0	6.0	6.9	4.3
Explore Courses	26	100.0	50.0	15.4	38.5	34.6
Transfer Work	198	100.0	53.0	10.1	34.3	32.3
Remedial	301	100.0	35.2	6.3	14.6	15.3
Personal/Self Dev.	315	100.0	21.0	2.9	6.7	5.7
Other	23	100.0	30.4	13.0	17.4	17.4

TABLE 1 - "RETENTION" OF COHORT

	N	"COMPLETERS"	STILL ATTENDING	FALL, 1980 ONLY
TOTAL	1411	11.4%	17.9%	54.6%
Male	560	14.3	21.4	52.7
Female	851	9.5	15.6	55.9
Under 20	600	19.0	30.4	40.1
Over 20	811	5.8	8.7	65.4
White	1340	11.6	17.9	54.7
Non White	71	7.1	18.6	52.9
Fulton	753	11.0	22.0	48.6
McDonough	321	4.7	8.4	63.2
Mason	157	10.8	15.9	60.5
Schuyler	117	15.4	6.0	59.2
Other	63	44.3	44.3	41.0
Transfer	208	14.4	34.6	30.3
Occupational	455	28.6	23.3	46.6
Other	748	0.1	10.0	66.3
Prepare for Job	432	25.2	24.8	40.5
Improve Skills	116	13.8	4.3	75.9
Explore Courses	26	11.5	34.6	46.2
Transfer Work	198	13.6	32.3	40.9
Remedial	301	0.3	15.3	57.8
Personal/Self Dev.	315	1.0	5.7	71.1
Other	23	8.7	17.4	65.2
Full-time	391	33.8	41.2	21.5
Part-time	1020	2.8	9.0	67.4

Spoon River College
Fall 80 Entering Cohort

TABLE 2 - "RETENTION" BY CURRICULUM

	N	"COMPLETERS"		STILL ATTENDING		FALL, 1980 ONLY	
AA Degree							
Com/Eng.	5	1	20.0%	4	80.0%	1	20.0
Education	31	5	16.1	9	29.0	9	29.0
Fine Arts	6	2	33.3	4	66.7	1	16.7
Pre-Law	4	2	50.0	4	100.0	0	0
Soc. Sci.	8	2	25.0	4	50.0	3	37.5
Lib. Arts	31	3	9.7	10	32.3	10	32.3
Subtotal	85	15	17.6%	35	41.2%	24	28.2
AS Degree							
Agriculture	3	0	0 %	1	33.3%	1	33.3%
Biology	6	0	0	2	33.3	2	33.3
Business	60	9	15.0	22	36.7	23	33.3
Bus. Ed.	3	0	0	2	66.7	1	33.3
Engineering	6	1	16.7	1	16.7	4	66.7
Math	4	2	50.0	2	50.0	2	50.0
Phys. Ed.	3	0	0	1	33.3	0	0
Phy. Sci.	2	0	0	1	50.0	1	50.0
Pre-Med.	1	1	100.0	1	100.0	0	0
Health Sci.	3	0	0	2	66.7	1	33.3
Gen. Sci.	34	2	5.9	3	8.8	5	14.7
Subtotal	125	15	12.0%	38	30.4%	40	32.0%
Assoc. Gen. Ed.							
Gen Ed.	306	1	0.3%	30	9.8%	196	64.1%
Assoc. App. Sci.							
Ag. Mgt. Tech.	13	10	76.9%	11	84.6%	2	15.4%
Auto Mech.	15	7	46.7	10	66.7	1	6.7
Data Proc.	27	3	11.1	10	37.0	8	29.6
Farm Mach.	28	19	67.9	20	71.4	7	25.0
Mach. Design	21	8	38.1	11	52.4	4	19.0
Office/Sec.	83	0	0	8	9.6	52	62.7
Crim. Justice	12	0	0	4	33.3	4	33.3
Banking	1	0	0	0	0	0	0
Subtotal	200	47	23.5%	74	37.0%	78	39.0

	N	"COMPLETERS"		STILL ATTENDING		FALL, 1980 ONLY	
Occ. Certificate							
Clerical	12	0	0 %	0	0 %	8	66.7%
Clerk Typist	11	2	18.2	2	18.2	6	54.5
Pr. Nursing	43	30	69.8	7	16.3	7	16.3
Welding	27	7	25.9	3	11.1	12	44.4
Crim. Justice	2	0	0	2	100.0	0	0
Fire Prot.	47	8	17.0	3	6.4	29	61.7
Cosmetology	22	6	27.3	3	13.6	7	31.8
Ind. Elect.	14	6	42.9	4	28.6	5	37.5
Nurs. Asst.	19	19	100.0	3	15.8	15	79.8
Auto Mech.	4	4	100.0	4	100.0	0	0
Sm. Engine		0	0	0	0	1	33.3
Voc. Sk.	51	1	2.0	1	2.0	44	86.3
Subtotal	255	83	32.5%	32	12.5%	134	52.5%
General Studies							
GED	303	0	0 %	41	13.5%	179	59.1%
Personal Dev.	48	0	0	0	0	43	89.6
Int/Cultural	1	0	0	0	0	0	0
Family Circ.	5	0	0	0	0	5	100.0
Homemaking	80	0	0	3	3.8	70	87.5
Health/Safety	3	0	0	0	0	2	66.7
Subtotal	440	0	0 %	44	10.0%	299	67.9%
TOTALS	1411	161	11.4%	253	17.9%	771	54.6%

TABLE 3 - "RETENTION" BY STUDENT POPULATION

	N	"COMPLETERS"	STILL ATTENDING	FALL, 1980 Only
Full-time Day Transfer	144	20.1%	43.8%	20.8%
Full-time Day Occupational	197	5..3	42.1	17.8
Part-time Day Program	166	6.6	9.0	62.0
Part-time Evening Program	147	12.2	9.5	70.1
Non-Program	748	0.1	10.0	66.3
TOTAL	1411	11.4%	17.9%	54.6%

TABLE 4 - COHORT PERFORMANCE

	N	# of Semesters Enrolled	Total SCH Enrolled	Average Load
TOTAL	1411	1.9	15.4	6.5
Male	560	2.0	18.1	6.9
Female	851	1.8	13.7	6.2
Under 20	600	2.3	25.1	9.3
Over 20	811	1.6	8.2	4.4
White	1340	1.9	15.5	6.4
Non White	71	1.8	14.5	7.1
Fulton	753	2.0	17.1	6.8
McDonough	321	1.6	10.0	5.3
Mason	157	1.8	15.1	6.6
Schuyler	117	1.5	8.9	4.6
Other	63	2.8	35.5	10.1
Transfer	208	2.6	31.8	11.8
Occupational	455	2.2	22.8	8.6
Other	748	1.5	6.4	3.7
Prepare for Job	432	2.3	25.9	9.7
Improve Skills	116	1.4	6.1	3.7
Explore Courses	26	2.4	21.8	7.2
Transfer Work	198	2.3	28.11	10.9
Remedial	301	1.7	7.9	4.3
Personal/Self Dev.	315	1.4	3.3	2.2
Other	23	1.8	14.2	6.6

TABLE 5 - PERFORMANCE OF STUDENT POPULATION

	N	TOTAL TERMS	TOTAL SCH	AVERAGE LOAD
Full-time Day Transfer	144	2.8	40.1	14.1
Full-time Day Occupational	197	3.1	43.0	13.9
Part-time Day Program	166	1.6	9.4	5.4
Part-time Evening Program	147	1.5	8.4	3.9
Non Program	748	1.5	6.4	3.7
TOTAL	1402	1.9	15.4	6.5

Spoon River College
Fall 1981 Entering Cohort

% ENROLLED BY SEMESTER

	N	FALL 81	SPRING 82	SUMMER 82	FALL 82	SPRING 83
TOTAL	1279	100%	41.6%	11.9%	25.5%	21.0%
Male	528		48.5	14.0	31.1	27.7
Female	751		36.8	10.4	21.6	16.4
Under 20	681		56.5	16.9	34.5	30.5
Over 20	598		24.6	6.2	15.2	10.2
White	1212		40.8	12.0	25.7	21.8
Non White	67		56.7	10.4	20.9	7.5
Fulton	630		46.3	13.2	30.3	26.7
McDonough	357		31.4	7.3	15.7	8.7
Mason	105		41.9	9.5	23.8	21.9
Schuyler	117		35.0	11.1	23.1	18.8
Other	70		61.4	28.6	38.6	35.7
Transfer	188		70.2	16.0	42.0	39.4
Occupational	347		60.5	24.5	36.6	33.1
Other	744		25.5	5.0	16.1	10.8
Prepare for Job	440		58.0	20.0	33.0	30.2
Improve Skills	84		15.5	1.2	15.5	8.3
Explore Courses	27		40.7	11.1	29.6	18.5
Transfer Work	248		62.1	15.7	38.7	34.3
Remedial	162		31.5	9.3	16.7	9.3
Personal/Self Dev.	294		13.9	1.7	11.9	7.8
Other	24		29.2	4.2	8.3	4.2
Full-time	445		77.5	27.0	46.3	42.7
Part-time	834		22.4	3.8	14.4	9.5

TABLE 1 - "RETENTION" OF COHORT

	N	"COMPLETERS"	STILL ATTENDING	FALL, 1981 ONLY
TOTAL	1279	13.9%	21.0%	51.4%
Male	528	17.4	27.7	46.0
Female	751	11.5	16.4	55.3
Under 20	681	21.1	30.5	36.1
over 20	598	5.7	10.2	68.9
White	1212	14.4	21.8	52.3
Non White	67	6.0	7.5	35.0
Fulton	630	17.9	26.7	46.8
McDonough	357	4.2	8.7	61.1
Mason	105	10.5	21.9	54.3
Schuyler	117	10.3	18.8	53.0
Other	70	38.6	35.7	37.1
Transfer	188	15.1	39.4	24.5
Occupational	347	39.2	33.1	32.6
Other	744	1.1	10.8	67.1
Prepare for Job	440	25.0	30.2	35.0
Improve Skills	84	17.9	8.3	73.8
Explore Courses	27	3.7	18.5	44.4
Transfer Work	248	16.9	34.3	32.3
Remedial	162	0.6	9.3	62.3
Personal/Self Dev.	294	2.7	7.8	79.3
Other	24	4.2	4.2	66.7
Full-time	445	32.4	42.7	18.0
Part-time	834	4.1	9.5	69.3

TABLE 2 - "RETENTION" BY CURRICULUM

	N	"COMPLETERS"		STILL ATTENDING		FALL, 1981 ONLY	
AA Degree							
Com/Eng.	4	0	0.0%	2	50.0%	1	25.0%
Education	29	5	17.2	13	44.8	6	20.7
Fine Arts	17	1	5.9	2	11.8	11	64.7
Pre-Law	2	1	50.0	2	100.0	0	0.0
Soc. Sci.	8	2	25.0	3	37.5	3	37.5
Lib. Arts	29	3	10.3	11	37.9	4	13.8
Subtotal	89	12	13.5%	33	37.1%	25	28.1%
AS Degree							
Agriculture	1	0	0.0%	0	0.0%	1	100.0%
Biology	4	1	25.0	2	50.0	0	0.0
Business	56	10	17.9	19	33.9	15	26.8
Engineering	11	5	45.5	8	72.7	1	9.1
Math	3	2	66.7	2	66.7	0	0.0
Phys. Ed.	3	0	0.0	1	33.3	0	0.0
Pre-Vet.	1	1	100.0	0	0.0	0	0.0
Health Sci.	1	0	0.0	1	100.0	0	0.0
Gen. Sci.	20	4	20.0	8	40.0	4	20.0
Subtotal	100	22	22.0%	41	41.0%	21	21.0%
Assoc. Gen. Ed.							
Subtotal	30	4	13.3%	13	43.3%	10	33.3%
Assoc. App. Sci.							
Ag. Mgt. Tech.	6	2	33.3%	3	50.0	0	0.0%
Auto Mech.	15	7	46.7	9	60.0	4	26.7
Data Proc.	37	8	21.6	16	43.2	9	24.3
Farm Mach.	34	23	67.6	27	79.4	1	2.9
Mach. Design	6	1	16.7	3	50.0	2	33.3
Office/Sec.	61	2	3.3	12	19.7	29	47.5
Crim. Justice	11	1	9.1	5	45.5	3	27.3
Banking	3	0	0.0	2	66.7	0	0.0
Accounting	7	1	14.3	4	57.1	1	14.3
Subtotal	180	45	25.0%	81	45.0	49	27.2%

	N	"COMPLETERS"		STILL ATTENDING		FALL, 1981 ONLY	
Occ. Certificate							
Clerical	4	1	25.0%	1	25.0%	2	50.0%
Clerk Typist	3	1	33.3	0	0.0	2	66.7
Pr. Nursing	26	20	76.9	6	23.1	2	7.7
Welding	26	14	53.8	7	26.9	9	34.6
Crim. Justice	2	1	50.0	1	50.0	1	50.0
Cosmetology	52	8	15.4	6	11.5	14	26.9
Ind. Elect.	13	10	76.9	8	61.5	2	15.4
Nurs. Asst.	31	31	100.0	3	9.7	24	77.4
Auto Mech.	7	5	71.4	5	71.4	2	28.6
Sm. Engine	1	0	0.0	0	0.0	1	100.0
Ag. Mgt. Tech.	1	0	0.0	0	0.0	0	0.0
Voc. Skills	9	1	11.1	1	11.1	6	66.7
Subtotal	175	92	52.6%	38	21.7%	65	37.1%
General Studies							
Subtotal	343	0	0.0%	28	8.2%	247	72.0%
Course Enrollees Only							
General Education	186	2	1.1%	19	10.2%	115	61.8%
Occupational/Voc.	176	0	0.0	15	8.5	126	71.6
Subtotal	362	2	0.6%	34	9.4%	241	66.6%
TOTALS	1279	178	13.9%	269	21.0%	658	51.4%

TABLE 3 - "RETENTION" BY STUDENT POPULATION

	N	"COMPLETERS"	STILL ATTENDING	FALL, 1981 ONLY
Full-time Day Transfer	141	24.1%	45.4%	17.7%
Full-time Day Occupational	226	45.1	42.9	15.5
Part-time Day Program	109	28.4	16.5	59.6
Part-time Evening Program	48	6.3	16.7	60.4
Non-Program	744	1.1	10.8	67.1
TOTAL	1268	13.9%	21.0%	51.4%

TABLE 4 - COHORT PERFORMANCE

	N	TOTAL TERMS	TOTAL SCH	AVERAGE LOAD
Total	1279	2.0	18.7	7.4
Male	528	2.2	22.7	8.1
Female	751	1.9	15.9	6.9
Under 20	681	2.4	27.4	9.9
Over 20	598	1.6	8.9	4.5
White	1212	2.0	18.7	7.2
Non White	67	1.9	19.6	9.9
Fulton	630	2.2	22.0	8.3
McDonough	357	1.6	11.1	5.7
Mason	105	2.0	19.3	7.8
Schuyler	117	1.9	14.6	5.5
Other	70	2.6	34.2	10.3
Transfer	188	2.7	34.4	12.3
Occupational	347	2.5	31.6	11.2
Other	744	1.6	8.7	4.4
Prepare for Job	440	2.4	28.3	10.4
Improve Skills	84	1.4	6.0	4.1
Explore Courses	27	2.0	16.7	7.7
Transfer Work	248	2.5	31.0	11.2
Remedial	162	1.7	8.3	4.2
Personal/Self Dev.	294	1.4	4.3	2.6
Other	24	1.5	9.5	5.5
Full-time	445	2.9	41.2	14.1
Part-time	834	1.5	6.7	3.8

TABLE 5 - PERFORMANCE OF STUDENT POPULATIONS

	N	TOTAL TERMS	TOTAL SCH	AVERAGE LOAD
Full-time Day Transfer	141	2.9	41.3	14.1
Full-time Day Occupational	226	3.0	43.1	14.3
Part-time Day Program	109	1.7	11.1	6.0
Part-time Evening Program	48	1.7	8.5	4.2
Non Program	744	1.6	8.7	4.4
TOTAL	1268	2.0	18.7	7.4

DATE _____

COURSE _____

INSTRUCTOR _____

TO: _____
Counselor

RE: _____
Student's Name

The above named student has displayed early warning signs of potential problems by:

_____ 1. Lack of ability to perform the needed tasks in class.

_____ 2. Excessive absences from class.

_____ 3. Lack of interest in class.

_____ 4. Other - describe _____

_____

_____

_____

_____

STATISTICAL REVIEW OF EARLY WARNING REFERRALS

Fall 1982-83

I.	Referrals	36
II.	Male	18
	Female	18
III.	Reasons for referrals:	
	A. Lack of ability	9
	B. Attendance	23
	C. Lack of interest	6
	D. Other reasons	5
	Some students had multiple reasons for referral.	
IV.	Withdrawal from class or college	18
V.	Students reported as spending more time on classwork	10
VI.	Marked improvement in class - attendance improved also	8

SPOON RIVER COLLEGE

Transfer Follow-Up Summary

Charcteristics	Non-Transfers	Transfers	Total
% Male	52% (21)	47% (54)	49% (75)
% Under 25	60% (24)	76% (86)	71% (110)
% AA Degree	68% (27)	40% (46)	47% (73)
% AS Degree	17% (7)	53% (61)	44% (68)
% GPA 3.0 or Above	67.5% (27)	69% (79)	69% (106)
Mean Ratings			
Course Offerings	3.0	3.0	3.0
Instructors	3.5	3.2	3.3
Grading System	3.3	3.2	3.2
Acad. Advising	2.8	2.4	2.5
Extracurricular	3.0	3.0	3.0
Overall SRC	3.3	3.1	3.2
TOTAL	100% (40)	100% (114)	100% (154)
Academic Advising			
% Fair or Poor Rating	38% (15)	57% (65)	52% (80)
% GPA 3.0 or Above	28% (11)	41% (47)	38% (58)
% AS Degree	5% (2)	32% (36)	25% (38)
% AA Degree	28% (11)	21% (24)	23% (35)

FOLLOW-UP STUDY
ARTS AND SCIENCES EDUCATION
SPOON RIVER COLLEGE

PART I: Please respond to the following items by filling in the blank or circling the letter which precedes your answer.

1. What is your sex?

   A. Male
   B. Female

2. What is your age? _____

3. Which of the following best describes your current employment status?

   A. Full-time
   B. Part-time
   C. Unemployed and looking for work
   D. Unemployed and not looking for work

4. If currently employed, what is your job title? _____

5. When you attended SRC, what was your major? _____

6. What type of degree did you receive at SRC?

   A. Associate in Arts
   B. Associate in Science
   C. Associate in General Education

7. In what month and year did you receive your degree from SRC?

   _____

8. What was your approximate grade point average at SRC?

   A. 3.5 - 4.0
   B. 3.0 - 3.4
   C. 2.5 - 2.9
   D. 2.0 - 2.4

9. Please rate the following aspects of Spoon River College by circling the appropriate number:

	Excellent	Good	Fair	Poor
A. Extent of course offerings	4	3	2	1
B. Instructors	4	3	2	1
C. Grading system	4	3	2	1
D. Academic advising	4	3	2	1
E. Extracurricular activities	4	3	2	1
F. Overall rating of SRC	4	3	2	1

10. Which of the following best describes your current situation?

    A. Currently enrolled at a four-year institution (skip to PART II)
    B. Completed degree at a four-year institution (skip to PART II)
    C. Attended a four-year institution but did not complete a degree
    D. Did not attend a four-year institution

11. If you did not attend or complete a degree at a four-year college or university, what was the chief reason you did not continue your education? (Please select one answer only.)

    A. Felt education was adequate for future needs
    B. Obtained full-time employment
    C. Got married
    D. No longer had an interest in college
    E. Could not afford the costs
    F. Entered military service
    G. Other (please specify) _____

    _____

    _____

If you did not attend a four-year college or university, this completes the questionnaire. Thank you!

PART II

1. Please identify the college or university you attended after graduation from SRC. _____

2. When did you enter this college?

    A. Immediately after leaving Spoon River College
    B. One semester later
    C. One year later
    D. More than one year after leaving Spoon River College

3. Upon entering this college, how many Spoon River College credit hours were accepted?

    A. 60 or more
    B. 50-59
    C. 40-49
    D. 30-39
    E. Less than 30

4. Upon entering this college, how many Spoon River College credit hours were not accepted?

    A. None
    B. 2-5
    C. 6-10
    D. 11-15
    E. More than 15

5. Please circle all reasons why credits were not accepted. (If all credits were accepted, do not answer this question.)

   A. The grade was too low
   B. The course did not carry transfer credit
   C. I changed curriculums and the lost credits no longer applied
   D. The new college did not consider it as college level
   E. Other (please specify) _____

6. In the space provided, insert the letter of the response which represents the main reason why credits were not accepted. _____ (If all credits were accepted, do not answer this question.)

7. What is your approximate grade point average at your present college? (on a 4.0 scale)

   A. 3.5 - 4.0
   B. 3.0 - 3.4
   C. 2.5 - 2.9
   D. 2.0 - 2.4
   E. Below 2.0

8. What could we have done at Spoon River College to have made your transfer to a four-year college less difficult? (Please select one answer only.)

   A. Provided better advising about requirements at the four-year college
   B. Made the work at SRC more difficult
   C. Required more responsibility for learning on the part of students
   D. Provided needed courses in spite of low enrollment
   E. Other (please specify) _____

9. Overall, what is your rating of the preparation you received at SRC for course work at a four-year college?

   A. Excellent
   B. Good
   C. Fair
   D. Poor

Thank you!

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8118 Math-Sciences Building
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